DOCUMENT RESUME

ED 345 388 EC 301 074

TITLE Participation of Students from Under-Represented Groups in Gifted Programs. A Planning Guide To Implement Gifted Rule 6A-6.03019, FAC, As Revised on 9-12-91.

INSTITUTION Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE 31 Jan 92

NOTE 48p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Ability Identification; Definitions; Elementary Secondary Education; *Eligibility; Ethnic Groups; *Gifted; *Limited English Speaking; Long Range Planning; *Minority Groups; Needs Assessment; Outreach Programs; Poverty; Program Development; Referral; Screening Tests; Socioeconomic Status; State Legislation; *State Standards; Statewide Planning

IDENTIFIERS *Florida; State Regulation

ABSTRACT

This planning guide is intended to facilitate flexibility in meeting the needs of under-represented groups in Florida programs for gifted students. An introduction defines these students (racial or ethnic minorities, limited English proficient, or from a low socioeconomic background), lists the required components of a district plan for increasing the participation of under-represented groups, and offers start-up suggestions. Specifics of the plan are then presented, with appropriate state rules cited and guidelines for implementation provided. These guidelines cover the district goal for increasing the percentage of students from under-represented groups in gifted programs; screening and referral procedures; criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity; student evaluation procedures, including the identification of the measurement instruments to be used; instructional program modifications or adaptations for these students within the existing program for gifted students; and an evaluation design. Appendices present the full text of the State Board Rule, guidelines for use of standardized tests, contacts for exemplary programs, review procedures, the limited English proficient rule, screening and referral checklists, and an eligibility matrix. (Two references) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED345388

PARTICIPATION OF STUDENTS FROM UNDER-REPRESENTED GROUPS IN GIFTED PROGRAMS

A Planning Guide to Implement Gifted Rule 6A-6.03019, FAC, As Revised on 9-12-91

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS
DIVISION OF PUBLIC SCHOOLS
FLORIDA DEPARTMENT OF EDUCATION

JANUARY 31, 1992

EC 302 074

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Arlene Duncan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Planning Guide

Introduction		1
Getting Started		2
The Plan		4
	Goal	4
	Screening and Referral	5
	Criteria for Eligibility	9
	Student Evaluation	10
	Instructional Program	11
	Evaluation of Program	15
On Reflection...Success Requires		17
APPENDIX I:	State Board Rule 6A-6.03019, FAC (Revised 9-12-91)	19
APPENDIX II:	Guidelines for the Use of Standard Error of Measurement or Partial Scores in Determining Eligibility for Programs for Gifted Students	21
APPENDIX III:	Contacts for State Exemplary Programs to Increase Participation of Minority Students in Programs for Gifted Students	23

APPENDIX IV:	Summary of the Review Procedures for the District Plan to Increase the Participation of Under-represented Groups in Programs for Gifted Students	25
APPENDIX V:	Limited English Proficient Rule	29
APPENDIX VI:	Draft Example: Screening and Referral Checklists from Duval County School District	39
APPENDIX VII:	Draft Example: Weighted Matrix for Determining Eligibility from Lee County School District	47
APPENDIX VIII:	References	49

INTRODUCTION

The Florida Department of Education is committed to providing quality education for the diverse groups of students it is privileged to serve. The assistance of every school district is crucial to providing special academic opportunities for academically able students and to assuring that all capable students have access to programs for gifted students, regardless of national origin, race, native language, or socio-economic status.

Florida districts have responded to the opportunity to provide unique opportunities to diverse learners by developing innovative approaches to instructional programming. The Florida Department of Education supports this effort by providing the flexibility and encouragement to further extend specialized educational opportunities to culturally diverse learners, minorities, and other populations who have traditionally been under-represented in programs for gifted students. The following PLANNING GUIDE is a facilitative framework for creating greater flexibility to better meet the needs of students from under-represented groups in programs for gifted students. Under-represented groups are defined by Rule 6A-6.03019(2)(b)1., FAC, as those

a. whose racial/ethnic backgrounds are other than white, non-hispanic, or

b. who are limited English proficient, or

c. who are from a low socio-economic status family.

The intent of the PLANNING GUIDE is to assist school districts in developing the components of a district plan as set out in **option** (2)(b)2. of Rule 6A-6.03019, FAC, as adopted by the State Board of Education on September 12, 1991. The complete rule is in Appendix I. If a district chooses to use this option, the components of the district Plan for Increasing the Participation of Under-represented Groups are stated in the rule.

2. The Department of Education is authorized through 1997 to approve school district plans for increasing the participation of students from under-represented groups in special programs for the gifted, provided these plans include the following:

a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and current status of the district in regard to that goal;

b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation;

c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity;

d. Student evaluation procedures, including the identification of the measurement instruments to be used;

e. Instructional program modifications or adaptations to ensure successful and continued participation of students

from under-represented groups in the existing instructional program for gifted students; and

f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

The rule revision is the result of ten years of Department of Education and school district initiatives -- studies, grants, and the work of statewide representative committees -- to address the need for greater participation of students from under-represented groups in programs for gifted students. The revised rule offers an **option** -- one which will involve considerable planning and several stages of development with continuous assessment. Since there are no local or national programs recognized for adequately addressing the problem of under-represented groups in programs for gifted students, there is a need to understand the planning process as an exploration as much as a controlled experiment. It is a complex problem and there are no simple answers. Consequently, the outcomes of the implementation of school district plans for Rule 6A-6.03019(2)(b), FAC, over the next five years will form the basis for a further review of the gifted rule in 1996-97 to better address the needs of all gifted students. Each year during this experiment a resource book of best practices will be developed to share the experiences and expertise exemplified in the implementation of district plans throughout the state.

GETTING STARTED

Before developing the details of the plan, consider these start-up suggestions.

1. **START AFTER ASSESSING THE FLEXIBLE OPTIONS AVAILABLE IN SECTION (2)(a) OF THE CURRENT RULE,** which have been successfully used in some districts to identify gifted students from under-represented groups, i.e., using standard error of measurement, or partial scores. (See Appendix II.)

2. **START BY INVOLVING MEMBERS OF THE RESPECTIVE UNDER-REPRESENTED GROUPS** in the planning, design, and development of the proposed district plan.

3. **START WITH AN EXPERIMENTAL AND EXPERIENTIAL DESIGN** to build on developing experiences. Be flexible and open to potentialities and possibilities.

4. **START EARLY.** The earliest optimal experience is often cited as Grade 2 -- not too late for students to learn habits of schooling and to avoid negative attitudes toward school.

5. **START SMALL,** using a pilot design located in the best possible location with the best possible support system. Success is the best model. A broader, more effective screening procedure may be the first plan.

6. **START WITH LESSONS LEARNED** from best practices of other districts (Broward, Dade, Duval, Lee, Palm Beach, Pinellas) which have anticipated some of your concerns and problems and are willing to share their experiences with you. Contacts for those programs are listed in Appendix III.

7. **START QUALITATIVELY.** The success of addressing the issue will be measured as much by making a qualitative difference as by a quantitative difference. How mutually beneficial the change has been for all gifted students will be determined by the continuing effectiveness of the gifted program in addressing the needs of <u>all</u> gifted students in measurable and meaningful ways.

THE PLAN

In developing the components of your plan, consider the summary of review procedures found in Appendix IV and the suggestions discussed below.

GOAL

Rule 6A-6.03019 (2)(b) 2.a., FAC **"A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal."**

The specific goal relates only to those under-represented groups identified by definition in the rule. The specific goal is to have the representation of the identified under-represented group in the gifted programs reflect their representation in the total student population.

SUGGESTIONS

1. If possible, project a five-year percent or percentage range of increase and then develop short-term annual precentage increase goals to achieve the long-term projection that equates the expected outcome for the majority, representative of their percentage of the population.

2. Identify a target group representing one, two, or all three under-represented groups, as specified in rule, as your representative student population, preferably (following start-up suggestions) in the elementary grades.

3. Decide if the target group is to be students from under-represented groups within a given school, within a given geographic area, or districtwide. Whatever the target group, the goal is to have the under-represented group distribution in the gifted program reflect the group's distribution in the general student population of a given school, given geographic area, or districtwide.

4. Although the rule defines under-represented groups, further district clarification will be needed to ensure consistency of identification. For example, to identify low socio-economic status families, the district may choose the common approach of identifying students who are on free and reduced-price lunch. Some districts may also consider Health and Rehabilitative Services statistics for families whose income falls below the federal poverty level or who are living in low-income housing. The identification of limited English proficient students is required to be done based on the rules for programs for limited English proficient students. (See Appendix V.)

SCREENING AND REFERRAL

Rule 6A-6.03019 (2)(b), 2.b., FAC **"Screening and referral procedures which will be used to increase the number of these students referred for evaluation."**

Screening is the process by which a rapid assessment is made to identify candidates for formal evaluation (Rule 6A-6.03411, FAC). The purpose of screening is to identify a pool of potentially gifted students who will be referred for evaluation. Screening, referral, identification, and instructional programs are most effective when they are developed as an integrated whole and when they reflect and relate to the expected areas of potential and performance in leadership, motivation, academic achievement, and creativity. The intent of all the components is to guarantee success. To tap these multidimensional perspectives, input from regular and gifted classroom teachers, parents, and student peers are most effective when the respective learning partners are sensitized to both the needs and characteristics of the under-represented groups and the school culture. Often, behavioral checklists of characteristics form the basis for referral. The following are composite lists of characteristics centered around the expected criteria for eligibility, demonstrating ability or potential in specific areas of leadership, motivation, academic performance, and creativity.

General Intellectual Screening Considerations

To assure access to the gifted program for any qualified student, the responsibilty for screening gifted students should be assigned to specific persons who have an understanding of and sensitivity to the unique needs and characteristics of culturally diverse students. The process of screening should consider a pool of students who demonstrate unusual ability. Students should be screened into this pool using criteria such as the following:

- unusual creative output in artistic, literary, scientific, or mathematic endeavors
- very rapid learning rate or unusually insightful conclusions
- multiple nominations from teachers, staff, or peers who perceive unusual talent
- parental reports of unusual developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- academic achievement as indicated by above average standardized test scores or coursework grades.

General Characteristics Describing Potentially Gifted Minority Students

- Displays maturity of judgment and reasoning beyond own grade level
- Is knowledgeable about things of which others are unaware

- Can transfer learning from one situation to another
- Learns through experience and is flexible and resourceful in solving day-to-day problems
- Displays leadership
- Handles outside responsibilities and meets school demands
- Devises imaginative solutions to problems
- Uses limited resources to make meaningful products
- Displays high degree of social reasoning and/or behavior and shows ability to discriminate
- Learns well through manipulative materials, games, simulations, and role-playing
- Is family and community oriented

Leadership Characteristics

- Takes initiative and shows independence of action
- Makes decisions based on evaluation of evidence
- Seems well liked by classmates and is looked upon as a leader
- Tends to dominate others and organize and direct activities when involved in a group
- Motivates others
- Adapts readily to new situations and is flexible with changing circumstances
- Accepts and carries responsibility; follows through with tasks and usually does well
- Is a social leader in nonacademic environments and in off-campus activities
- Articulates group ideas
- Influences peers
- Is self-confident with age peers
- Shows a developing understanding in how to relate to teachers and classmates

Motivation Characteristics

- Has a positive attitude
- Evidences power of concentration
- Prefers to work independently with minimal direction from teachers (resists directions)
- Has a tendency to organize people, things, and situations
- Is concerned with right and wrong, good and bad
- Takes advantage of opportunities to learn and enjoys challenge
- Is self-critical and strives for perfection
- Often is self-assertive
- Requires little drill to grasp concepts; seeks other than routine tasks
- Becomes involved and absorbed in certain topics or problems
- Is persistent in task completion
- Likes structure and order, but not static procedures
- Is motivated by sports, music, and concrete subjects
- Benefits from a rapid rate of presentation

Academic Performance Characteristics

- Learns quickly in comparison to peers
- Demonstrates awareness of information on a variety of topics
- Thinks logically (draws conclusions, considers facts)
- Demonstrates problem-solving techniques
- Uses varied vocabulary
- Asks questions
- Is observant and draws insightful conclusions about observations
- Is open-minded about new ideas, solutions, and procedures
- Has a facility for learning a second language or speaks several languages
- Uses humor in expressing ideas and observations reflective of cultural backgrounds

Creativity Characteristics

- Shows imagination
- Produces a variety of ideas
- Is a risk-taker, adventurous and speculative (has different criteria for success)
- Improvises with commonplace materials
- Is individualistic; does not fear being different
- Makes insightful predictions
- Uses expressive language, creating stories, plays, etc., with a richness of imagery
- Adapts facilely to new situations
- Is curious
- Responds emotionally to events and to needs of others
- Demonstrates exceptional ability in fine arts or practical arts

In Appendix VI there are some draft examples from Duval County Public Schools of how these lists of characteristics are operationalized into screening and referral checklists for parents, teachers, and environmental factors.

The Gifted and Talented Fieldtest Identification Project

In 1986-88, the Hillsborough County School District conducted a state fieldtest involving screening and evaluation of potentially gifted students. The following criteria were used as a guide to selecting instruments for that screening process

- Reliability coefficients should be high in relation to similar measures (i.e., scores from self-report instruments are not expected to be as high as those from ability measures). Reliabilities based on alternate forms administered at two points in time are preferred to internal consistency or test-retest reliabilities.
- Evidence of lack of racial or social class bias should be available.
- Evidence that the measure has some degree of construct validity should exist.
- Tests that have been used successfully in other programs or that have been recommended for use in identification by recognized authorities in the field should be preferred to those that have no record of prior use or have not been endorsed.

- Tests that require constructed responses should not be excessively time consuming or expensive.

- Tests should meet all technical standards for good test construction.

Persons responsible for the selection of instruments for the fieldtest did not consider that all instruments met each criterion, but they anticipated that composite scores based on multiple measures would be more reliable and valid than scores from the individual instruments selected.

Four instruments were selected for the screening phase of the fieldtest. These were The Otis-Lennon School Ability Test to measure academic achievement, Form R, Primary I and II to measure intellectual potential; The Iowa Tests of Basic Skills, Form 7, Levels 6 and 9; The Group Inventory for Finding Creative Talent, Primary (K-2) and Elementary Levels to measure creativity; and Peer Nominations to measure leadership. The results of these and other tests are available from the Bureau of Education for Exceptional Students by contacting Ted Runions, Program Specialist for the Gifted.

CRITERIA FOR ELIGIBILITY

Rule 6A-6.03019 (2)(b) 2.c., FAC "Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance and creativity."

The Florida Department of Education recognizes the need to serve the culturally diverse school population that resides within the diverse districts. Gifted programs, as part of exceptional student education, provide unique services to students who have demonstrated unusual talent and ability. However, many of the standardized instruments which measure intelligence have norms which were developed on populations that did not include many of the culturally diverse learners who currently are served in Florida schools.

These instruments produce scores which are influenced by the educational and cultural opportunities of the learners in the normative sample. For children who have been raised in foreign countries or in homes which provide different cultural experiences or more limited experiences due to low socio-economic status than those manifested in the norm group, scores on individually administered intelligence tests may not reflect the student's true potential.

The Florida Department of Education recognizes the importance of providing access to gifted programs for students representing those cultural groups who were not included in the norming populations of standardized intelligence tests. As a result, the change in State Board rule will allow students who are members of under-represented groups to participate in gifted programs using a district-developed identification plan.

The assessments for leadership, motivation, academic performance, and creativity used prior to referral for evaluation involve an approach in which information about the students' abilities is collected through multiple measures administered over a period of time, rather than through a standardized test given in one sitting. This assessment process provides teachers with an opportunity to analyze students' strengths and needs systematically and to tailor instruction to enhance their skills

and address their needs. For eligibility determination, evaluations of leadership, motivation, academic performance, and creativity may be based on standardized achievement or aptitude tests, grade point average, and student products. Parents' nominations and students' self-nominations may also be incorporated in the evaluation process. These provide weighted criteria when used in a relative ranking system to identify the top X% of the school or district on the measures; when used with a cut-off point of an absolute score (such as above the 90th percentile); or when used to evaluate the scope of ability or potential evidenced in specific areas of leadership, motivation, academic performance, and creativity by meeting criteria in all four areas.

An example of weighted criteria is the draft Gifted Assessment Team Reports from Lee County School District, found in Appendix VII.

STUDENT EVALUATION

Rule 6A-6.03019 (2)(b) 2.d., FAC "Student evaluation procedures, including the identification of the measurement instruments to be used."

The school district's student evaluation procedures follow those set out in the Special Programs and Procedures document, special programs for gifted section. Evaluations must be administered by qualified evaluation specialist as indicated in the document. In addition, districts are requested to identify the measurement instruments to be used for the four areas of potential performance: leadership, motivation, academic performance, and creativity.

Instruments which could be used to measure creativity are

- Group Inventory for Finding Creative Talent (GIFT) Rimm
- Matrix Analogies Test
- Ravens' Progression Matrices Test
- Torrance Test of Creative Thinking (TTCT).

Motivation and leadership are often best assessed through alternative testing such as portfolios, observations, interviews, and community and family involvement data. Instruments which were used in the Gifted and Talented Fieldtest Identification Project, and which could be used to measure leadership and motivation, are

- Scales for Rating Behavioral Characteristics of Superior Children
- Gifted and Talented Screening Form
- Preschool Talent Checklist
- Biographical Inventory
- Peer Nominations.

Instruments which could be used to measure achievement with under-represented groups are

- Columbia Mental Measurement Scale (CMMS)
- Differential Ability Scales (Psychological Corporation)
- Kaufman Assessment Battery for Children
- Kranz Multidimensional Screening Device (MDSD)
- Peabody Picture Vocabulary Test (PPVT)
- Structure of the Intellect (SOI)
- System of Multi Pluralistic Assessment (SOMPA).

INSTRUCTIONAL PROGRAM

Rule 6A-6.03019 (2)(b) 2.e., FAC **"Instructional program modification or adaptions to ensure successful, and continued participation of students from under-represented groups in the existing instruction program for gifted students."**

The district plan for students from under-represented groups should include a statement of philosophy, curriculum modifications or adaptions, and instructional support to address the special needs and characteristics of these students and their successful and continued participation in the program. From current research and literature come some perceptions and suggestions.

Philosophy

Cultural diversity issues in the larger society and the world of schools have led us as a field to consider ways of approaching two problems we have not systematically addressed. These problems are: the underrepresentation of minority groups in gifted programs and relative inability to retain and motivate minority students even when they have been identified for programs. These dual problems deserve the attention of gifted educators for several reasons. We live in a pluralistic society, one that calls for the use of multiple perspectives in solving problems, one that strives for a meaningful consensus. At least, this is the society we envision for ourselves. If gifted education, as the standard bearer in the schools for quality education, cannot adopt this vision, then where will it be enacted? We need programs that deliberately model these pluralistic processes.

Moreover, we as a field have an obligation to develop the talent potential of all children who show promise, but especially those who because of cultural group identity and

> language barriers may be denied opportunities. And lastly, given the shift in demographics over the next decade alone, it is clear that the leadership of this country may well rest with the most talented members of our diverse cultural groups made of people of color. (Van Tassel-Baska, 1991, p.1,10)

Modifications or adaptations should be built on the identified needs and characteristics of students from under-represented groups through the IEP process and throughout its implementation. This should include the commitment to providing access to advanced academic studies, higher education, opportunities for leadership, and professional careers. The intent is to develop modifications and adaptations which are culturally appropriate and stimlulating and which optimize the innate capability of the students.

Curriculum

> Curricular planning, rather than merely reflecting the background of the cultural groups being served, should include preparation for a changing world without denigration of the originating culture. Vital to such planning is attention to self-image, a realistic grasp of the global picture, which reduces feelings of isolation, and achievable standards of excellence which provide opportunities for growth while fostering cultural pride.
>
> In considering program development for the culturally diverse, Schulkind provides some questions to consider for the planning process:
>
> * Environmental sensitivity and awareness -- Did I notice how things are usually done before I made my suggestion?
> * Self-awareness -- How do I really feel about these local customs? Do I respect them?
> * Community involvement -- To what extent can I expect community cooperation in this effort?
> * Enhanced self-image -- Will the program increase the child's self-appreciation?
> * Orientation to success -- Did I set concrete, product-oriented, touchable, displayable results which serve as a reminder that success can be achieved?
> * Historical perspective -- Did I carefully research local customs and history before designing the program?
> * Focus on values -- Did I consider cultural values before proceeding with the plan? Does the program not threaten these values?

* Transition between cultures -- Is the program structured to accommodate the fact that the child and culture are now in a transitional, perhaps volatile period?

* Reducing the sense of loss -- Is the child in danger of forgetting the old culture after completing the program?

* Feasibility of operation -- Can the program be streamlined so that it is cost-effective, realistic, and viable within the given physical environment?

Emphasis on problem-solving, with a view to curricular flexibility and a strong commitment to community involvement will do much to foster and encourage educational efforts for gifted students from culturally diverse backgrounds. Any planning for the culturally diverse gifted needs to have as its basis a free exchange of ideas. This creates a forum for intercultural exchange, invigorates the process, encourages active participation, and promotes ownership. (Harris, 1991, p.7-9)

The following instructional program modifications or adaptations are best practices developed by a number of districts in Florida to address the needs and characteristics of potentially gifted students from under-represented groups. (See Appendix III for contacts.)

Skill enhancements include

- building on thinking skill development from the earlier activity-based program will create "cognitive readiness" (Specific instruction in analytic thinking improves students' performance on academic tests and tasks throughout their time in school.)
- building vocabulary using a conceptual system for teaching related word groups will improve comprehension and expression (Students should be sensitized to cultural nuances, including both connotation and denotation, as well as the meanings of idioms.)
- developing students' ability to use and understand sophisticated syntax will enhance expression in both oral and written forms
- providing students with strategies for grade improvement will improve overall academic performance.

Cultural enhancements include

- incorporating the traditions and imagery of different cultures
- using community resources to provide students with opportunities to participate in cultural and local activities

- inviting community leaders to serve as role models, mentors, and resource persons
- exposing students to the fine and performing arts
- developing awareness of a variety of leisure pursuits
- developing appreciation and understanding of the traditions and symbolism of different cultures.

Leadership enhancements include

- building student self-confidence and independence through multiple experiences in the school and community
- empowering students with confidence to explore different environments and groups
- developing awareness of a variety of opportunities to practice leadership
- building aspirations toward professional goals
- assisting students in setting goals and developing plans to accomplish these goals
- providing students with experiences in problem solving applied to real life situations.

Enrichment enhancements include

- exposing students to information on a variety of topics
- providing students with opportunities to formulate and examine opinions on controversial topics
- involving students in ongoing interaction with current events seeking multiple answers to complex answers. Stimulating curiosity about the unknown. Trying out new roles.

Support services include

- creating a network with other programs which have successfully prepared minority students for advanced academic programs
- providing problem-solving sessions using a cooperative approach involving administrators, counselors, teachers in related areas, specialists such as psychologists, and community members, where appropriate
- informing the community of the purpose of your program and providing sessions in which interested members may provide input and feedback as the program is planned and implemented

- inviting teachers from gifted and advanced academic programs to discuss skills needed to be successful in college preparatory programs and other special enrichment classes

- providing the students with opportunities to interact with other minority students who have been successful in school and can share strategies of how to plan for academic success (For example, members of the National Honor Society or the top graduates from high schools might be invited to speak to the class, tutor students, or provide special interaction experiences.)

- providing professional minority role models so that students can learn about different occupations and the requirements needed to enter these occupations

- providing emotional support to students through teachers and counselors who are sensitive to the special needs of gifted minority students

- encouraging parent participation in students' academic development and in supporting their emotional growth

- encouraging teachers who are members of under-represented groups to become certified in gifted education and seek positions in the programs

- providing on-going support for students from under-represented groups in gifted programs by assigning mentors from the community who meet with students one hour a week, and through training for guidance counselor to whom student has ready access.

EVALUATION OF PROGRAM

Rule 6A-6.03019 (2)(b) 2.f., FAC **"An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups."**

In order to facilitate learning from experience and the exchange of the best practices from each district, an annual descriptive report on meeting the established goals will be requested. If each district shares its progress toward goals and interpretation of what works, and what doesn't, the Department of Education can help other districts be more successful. Possible activities include evaluating how effective the implementation of each component -- screening and referral; criteria for eligibility; student evaluation; instructional program philosophy, curriculum modifications or adaptations, and support services; and evaluation design -- was in achieving the goal of increased participation of under-represented groups and ensuring their success and continued participation in the existing instructional programs. A broader context to consider in program evaluation in light of current accountability reform might include documented mastery of unique student outcomes for under-represented gifted learners, including the extent to which these outcomes are met through the development and implementation of the components of the plan.

ON REFLECTION . . . SUCCESS REQUIRES

Having advocacy from district/school leadership

Identifying a person responsible for management

Using flexible screening and identification methods

Maintaining continuous parent /community involvement

Continuing development of basic, creative thinking skills

Supporting self-concept and cultural esteem building

Offering teacher in-service

Emphasizing experiential learning

Including multicultural enhancement

Having a positive belief in and commitment to meeting the needs of under-represented groups

Being a reflective practitioner and growing with the experience

APPENDIX I: State Board Rule 6A-6.03019, FAC (Revised 9-12-91)

6A-6.03019 Special Instructional Programs for Students Who Are Gifted.

(1) Gifted. One who has superior intellectual development and is capable of high performance.

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2) (a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program,
2. A majority of characteristics of gifted students according to a standard scale or checklist, and
3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

1. For the purpose of this rule under-represented groups are defined as groups:
a. Whose racial/ethnic backgrounds are other than white non-hispanic, or
b. Who are limited English proficient, or
c. Who are from a low socio-economic status family.
2. The Department of Education is authorized through 1997 to approve school district plans for increasing the participation of students from under-represented groups in special instructional programs for the gifted, provided these plans include the following:
a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal;
b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation;
c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity;
d. Student evaluation procedures, including the identification of the measurement instruments to be used;
e. Instructional program modifications or adaptations to ensure successful and continued participation of students from under-represented groups in the existing instructional program for gifted students;
f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

(3) Procedures for student evaluation. The minimum evaluations for determining eligibility are the following:

(a) Need for a special instructional program,

(b) Characteristics of the gifted,

(c) Intellectual development , and

(d) May include, those evaluation procedures specified in an approved district plan to increase the participation of students from under-represented groups in programs for the gifted.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 228.041(18)(19), 229.565(3)(b)(c), 230.23(4)(m), 236.081(1)(c) FS. History - New 7-1-77, formerly 6A-6.3019, Amended 9-12-91.

APPENDIX II

Guidelines for the Use of Standard Error of Measurement or Partial Scores in Determining Eligibility for Programs for Gifted Students

The Standard Error of Measurement (SEM) may be considered in individual cases with the understanding that it is not intended to extend the definition of gifted.

Justification for any use of SEM may be written and documented on the eligibility staffing report. Consideration for the use of SEM, which may be found in the test publisher's manual, may occur when there is substantial other evidence of unusually high intellectual functioning such as a score of two standard deviations or more above the mean on a group ability test, such as the Otis-Lennon; a rank or ranks in an achievement battery at the 97th percentile or above; or an exceedingly high rating on a gifted characteristics checklist. Standard Error of Measurement cannot be applied to partial scores.

A partial score (VIQ, PIQ, Simultaneous, Sequential, etc.) may be substituted for the full scale score only when the use of the partial score is justified within the student's records by the psychologist who administered the test. Justifications may include the following: the student's native language is not English; the student has had significant early or continued loss or severe impairment of sight; the student comes from a cultural background which may have caused one section of the test to be invalid (for example, the student was brought up in a non-English speaking country, making the verbal scale suspect); a physical disability makes it impossible for the student to perform properly on one section of the test (for example, cerebral palsy); emotional factors have caused the student to not perform adequately on the test (for example, extreme shyness, test anxiety, or fear of the examiner); the student displays emotional overtones, but is not emotionally handicapped; or there is an extremely wide discrepancy between the student's partial scores (15 points or greater).

The items listed above are guidelines; professional judgment should be used for all individual cases.

APPENDIX III:

CONTACTS FOR STATE EXEMPLARY PROGRAMS TO INCREASE PARTICIPATION OF MINORITY STUDENTS IN PROGRAMS FOR GIFTED STUDENTS

DISTRICT	PROGRAM	CONTACT(S)
Broward	**Project GOTCHA** (Galaxies of Thinking and Creative Heights of Achievment)	Grace MacDonald 305/767-8544
	PALS (Preschool Able Learners)	
Dade	**TEAM** (Teaching Enrichment Activities to Minorities)	Vera Jackson Dr. Maria de Armas 305/995-1996
	ULTRA (Using Language and Thinking to Reason Analytically)	
Duval	**Project IMAGE** (Increase Minority Access to Gifted Education)	Ken Sutton 904/390-2079
Lee	**MEGA** (Minority Education and Gifted Assessments)	Dr. Carl Brunick 813/334-1102
Palm Beach	**Potentially Gifted Student Project**	Dr. Ron Howells 407/433-3500
Pinellas	**We Can Too**	Linda Benware 813/588-6037

District _____

Date Reviewed _____

Reviewer _____

APPENDIX IV

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Summary of the Review Procedures for the District Plan to Increase the Participation of Under-represented Groups in Programs for Gifted Students

Review Sheet 1992-93

Subsection	Page	Approved	Approved with Recommendations	Not Approved Amendment Required	Comments
Definition					
Goal					
Screening and Referral					
Eligibility					
Student Evaluation					
Instructional Program Philosophy					
Curriculum					
Support					
Evaluation Design					

		Comments
Elementary		
Middle School		
Secondary		

Definition

Under-represented groups:

_____ Racial/ethnic backgrounds are other than white non-hispanic

_____ Limited English proficient

_____ Low Socio-economic status

Required components are included: Y R N

Goal

Current prevalence rate of programs for gifted students in district _____

Current percent of racial/ethnic representation:

_____ in total student population

_____ in programs for gifted students

Projected percent of increase for racial/ethnic representation in programs for gifted students:

_____ in one year (1992-93)

_____ in five years (optional)

Current percent of limited English proficient representation:

_____ in total student population

_____ in programs for gifted students

Projected percent of increase for limited English proficient representation in programs for gifted students:

_____ in one year (1992-93)

_____ in five years (optional)

Current percent of low socio-economic status representation:

_____ in total student population

_____ in programs for gifted students

Projected percent of increase for low socio-economic status representation in programs for gifted students:

_____ in one year (1992-93)

_____ in five years (optional)

Required components are included: Y R N

Screening and Referral

_____ Procedures described to increase number of referrals

Required components are included: Y R N

Eligibility

Criteria includes student's demonstrated ability or potential:

_____ Leadership

_____ Motivation

_____ Academic performance

_____ Creativity

Required components are included: Y R N

Student Evaluation

Appropriate measurement instruments identified for:

_____ Leadership

_____ Motivation

_____ Academic performance

_____ Creativity

Required components are included: Y R N

Instructional Program

_____ Appropriate modifications or adaptions in program philosophy described to ensure successful and continued participation of students from under-represented groups

_____ Appropriate modifications or adaptions in curriculum described to ensure successful and continued participation of students from under-represented groups

_____ Appropriate modifications or adaptions in instructional support described to ensure successful and continued participation of students from under-represented groups

Required components are included: Y R N

Evaluation Design

_____ Design addresses evaluation of progress toward district's goal for increasing participation by students from identified under-represented groups.

_____ Design addresses evaluation of successful and continued participation of students from under-represented groups.

_____ Other evaluations that address the successful and continued participation of existing students in programs for gifted students (optional).

Required components are included: Y R N

(13) Districts shall report for each full-time equivalent student membership survey period a duplicate count of fee exempt, resident and nonresident fee nonexempt, fee waived, and fee deferred full-time equivalent student membership for each adult program. Districts shall also report the total amount of fees collected from students as required by Section 230.645, Florida Statutes. The value of in-kind contributions accepted in lieu of fees, deferred fees and fees collected from students auditing a course shall not be added to and made a part of the total fee collection amount reported by the district. The district shall also provide a duplicate count of the full-time equivalent student membership for students counted in the July survey for membership in an adult course which began before July 1 of the current fiscal year and ended prior to the first day of the October full-time equivalent student membership survey period of the current fiscal year.

(14) In calculating the required adult fee requirements as provided in Section 236.081(4)(e), Florida Statutes, the fee collection credit amount as specified in Section 236.081(4)(e)3.e., Florida Statutes, shall include the amount of fees collected as specified in Rule 6A-6.084(13), FAC, and the amount of fees deferred in accordance with Rule 6A-6.084(8),(9) and (10), FAC, beyond the current full-time equivalent student membership survey period which the reported fee collection amount represents. However, a school district shall collect all deferred fees for a fiscal year prior to the last calculation of Section 236.081(4)(e), Florida Statutes. August 1 subsequent to the end of the fiscal year shall be the final reporting date for a district to amend its reported fee collection dollar amount for the fiscal year. Nothing in this subsection shall be interpreted to negate the requirement of Rule 6A-6.084(12), FAC.

(15) Beginning in 1987-88, the formula to be used in calculating the course work, waiver, and deferred fee penalties as prescribed in Section 230.645, Florida Statutes, is as follows: The district's unweighted full-time equivalent student membership subject to penalty multiplied by the applicable program cost factor in which the student was reported for funding, multiplied by the base student allocation for the year the student was reported for funding, multiplied by the district's cost differential for the year the student was reported for funding, multiplied by two.

(16) Fees collected annually for recreation and leisure time programs shall be equal to, but not exceed, the cost of providing such programs by a school district.

Specific Authority 228.061(4), 229.053(1), 230.645(6) FS. Law Implemented 228.061(4), 228.072(8), 230.645, 236.081(4)(e), 440.16(1)(c) FS. History - New 12-31-86, Amended 8-30-88, 5-2-89.

6A-6.0900 Programs for Limited English Proficient Students.

(1) The education of limited English proficient students is tailored to the student needs through design, scheduling, instructional strategies, philosophy, or learning activities; by the identification, assessment, and the classification process. Programs for limited English proficient students shall utilize either English for Speakers of Other Languages (ESOL) or home language instructional strategies in approach; provide courses leading to English language proficiency; ensure the student's identification and assessment, classification and reclassification; ensure access to appropriate ESOL/Home language programming and to categorical programming; ensure qualified instructional personnel and monitoring for program compliance, equal access, and program effectiveness.

(2) The education and related services as described above shall be provided in accordance with the rules listed below:

(a) 6A-6.0901 Definitions Which Apply to Programs for Limited English Proficient Students.

(b) 6A-6.0902 Requirements for Identification, Assessment and Programmatic Assessment of Limited English Proficient Students.

(c) 6A-6.0903 Requirements for Classification, Reclassification, and Post Reclassification.

(d) 6A-6.0904 Equal Access to Appropriate Programming for Limited English Proficient Students.

(e) 6A-6.0905 Requirements for the District Limited English Proficient Plan.

(f) 6A-6.0906 Monitoring of Programs for Limited English Proficient Students.

(g) 6A-6.0907 Inservice Requirements for Personnel of Limited English Proficient Students.

(h) 6A-6.0908 Equal Access for Limited English Proficient Students to Programs Other Than ESOL.

(i) 6A-6.0909 Exemptions Provided to Limited English Proficient Students.

(j) 6A-4.0245 Specialization Requirements for Certification in English for Speakers of Other Languages (Grades K-12)--Academic Class.

(k) 6A-1.0503 Definition of Qualified Instructional Personnel.

(l) 6A-4.0244 Specialization Requirements for the Endorsement in English to Speakers of Other Languages--Academic Class.

(m) 6A-1.09441 Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History -New 10-30-90.

6A-6.0901 Definitions Which Apply to Programs for Limited English Proficient Students. Definitions.

(1) Limited English Proficient Student means a student whose home language is one other than English as determined by a home language survey and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age and grade.

(2) LEP means limited English proficient.

(3) ESOL means English for Speakers of Other Languages.

(4) Home or native language, when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

(5) LEP Committee means a group composed of ESOL teachers and home language teachers, and an administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation.

(6) LEP student plan means a written document which contains the student's name, instruction by program, including programs other than the ESOL provided, amount of instructional time or the instructional schedule, the date the student's limited English proficiency is identified, and assessment data used to classify or reclassify the student as limited English proficient, date of exit and assessment data used to exit students as English proficient. The plan may be included in or attached to an existing student plan, individual educational plan, or may be a separate document for a given student or students, provided; how-

BEST COPY AVAILABLE

ever, if for "students," an individual copy of the plan shall be maintained in each student's file.

(7) Basic ESOL means the teaching of English to persons whose native language is other than English using English language as the medium of instruction.

(8) Basic subject areas means instruction in computer literacy, mathematics, science and social studies.

(9) Other subject areas means instruction in courses other than basic ESOL and basic subject areas, such as music, physical education and vocational courses.

(10) Student supportive services means services provided by guidance counselors, psychologists, social workers, visiting teachers, occupational placement specialists, health service providers, school administrators, district level program coordinators, teachers as advisors, or parents.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History -New 10-30-90.

6A-6.0902 Requirements for Identification, Assessment and Programmatic Assessment of Limited English Proficient Students.

(1) Requirements for identification. Beginning with the 1990-91 school year, each student shall be surveyed upon initial enrollment in a school district, with questions specified in this rule. Students whose initial enrollment in the school district was prior to the 1990-91 school year shall be surveyed unless they have been surveyed previously with the questions provided in this rule. The survey shall contain the following questions:

(a) Is a language other than English used in the home?

(b) Did the student have a first language other than English?

(c) Does the student most frequently speak a language other than English?

The questions may appear on the registration form or a separate survey form. The home language and the national origin of each student shall also be collected and retained in the district's data system.

(2) Assessment to determine eligibility for appropriate services and funding.

(a) Each student who responded "yes" to any question on the home language survey shall be assessed to determine if the student is limited English proficient based on one of the standards set forth in Subsection (2) of this rule. Any student identified by the home language survey who also meets one of the standards in Subparagraphs (2)(a)1. 2. and 3. of this rule shall be determined to be limited English proficient and shall receive appropriate instruction and funding as specified in Section 233.058, Florida Statutes, as amended by Chapter 90-288, Laws of Florida.

1. Any student who scores within the limited English proficient range as determined by the publisher's standards on a Department of Education approval aural and oral language proficiency test shall be determined limited English proficient and shall be provided appropriate services.

2. Any student in grade 4 or above, who scores at or below 32nd percentile on reading and writing subparts of a norm referenced test shall be determined to be limited English proficient and shall be provided appropriate services.

3. Any student who is determined not to be limited English proficient or any student determined to be limited English proficient based soley on standards in Subparagraph (2)(a)2. of this rule may be referred to a LEP Committee to determine eligibility for appropriate services as a limited English proficient student based upon a parent's or a teacher's request. The LEP Committee may determine a student to be limited English proficient or not to be limited English proficient according to consideration of at least two of the following criteria in addition to the test results from Subparagraph (2)(a)1. or 2. of this rule:

a. Extent and nature of prior educational and social experience, and student interview;

b. Written recommendation and observation by current and previous instructional and supportive services staff;

c. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;

d. Grades from the current or previous years; or

e. Test results other than Subparagraph (2)(a)1. or 2. of this rule.

(b) Any determinations by the LEP committee shall be contained in a written evaluation which shall be placed in the limited English proficient student's plan. Such evaluations shall further set forth a plan, which will be implemented, to address the student's language needs.

(c) In lieu of the standards in Subparagraphs (2)(a)1. and 2. of this rule, a school district may use a district-developed or adapted test procedure to assess a student's limited English proficiency. The procedure must be approved by the Department of Education prior to implementation including an affirmative determination that the instruments and standards utilized are valid and reliable measures of whether or not a student is limited English proficient.

(d) Assessment of each student's aural and oral proficiency should be completed as soon as possible after the student's initial enrollment and shall be completed within four weeks unless documented in the following manner:

1. The reason for the delay, evidence that the child is accorded the programming required for limited English proficient students pending the delay, and a specific timetable for completing the assessment.

2. This documentation shall be mailed to the parents in their primary language no later than eight weeks after initial enrollment.

3. A copy shall be retained in the student's files for a minimum of one year.

(e) Assessment of each student's reading and writing proficiency shall be completed within one year after the date of enrollment for those students who are not identified as limited English proficient. For students transferring into the school district, assessments completed within one year prior to the date of the student's transfer may be used. For students enrolled in the district prior to 1990-91 who responded "yes" on the home language survey, assessments, completed within one year of the date the district administered the home language survey may be used.

(f) Assessment of a student's English proficiency as specified in Subparagraphs (2)(a)1. and 2. of this rule shall be completed as rapidly as possible. The student shall receive services until assessment is completed. In the interim, from enrollment to eight weeks, the student shall be eligible for English for Speakers of Other Languages funded services based on a school district interim assessment procedure which shall be described in the school district LEP Plan approved by the Department of Education.

(g) A LEP Committee, after notification to the parent of the opportunity to participate, shall conduct assessments referred to in Subsections (2) and (3) of this rule and recommend a limited English proficient student plan for such student.

(h) An eligible student shall be reported for ESOL

funding as specified in Section 233.058, Florida Statutes, as amended by Chapter 90-288, Laws of Florida.

(3) Programmatic Assessment.

(a) Each student determined to be limited English proficient shall be further assessed in basic subject areas so as to aid the student's teacher in developing an appropriate instructional program.

(b) Each school district shall seek to document the prior schooling experience of limited English proficient students by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students.

(c) Any limited English proficient student's teacher, administrator, parent or parent's designee may request the convening of a LEP Committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The LEP committee may be reconvened at any time after a student has been served for a semester. The LEP Committee shall make recommendations for appropriate modifications in the student's programming to address problems identified and shall document such modifications in the student's plan.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History -New 10-30-90.

6A-6.0903 Requirement for Classification, Reclassification, and Post Reclassification.

(1) Classification and reclassification for limited English proficient students.

(a) Each student identified as limited English proficient shall continue to receive appropriate instruction and be reported for funding until such time as the student is reclassified as English proficient. English proficiency shall be determined by reassessing the student utilizing the same or comparable assessment instruments, procedures and standards, adjusted for age and grade level, used to determine the student's eligibility assessment.

(b) A student who has been classified as limited English proficient and enrolled in an english for speakers of other languages program may be reassessed utilizing additional information upon the request of an english for speakers of other languages teacher, counselor, administrator or parent. The LEP Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. The documentation of the assessment instruments used and the justification for such action shall be retained in the student's records.

(c) A limited English proficient student shall be enrolled in one or more programs other than english for speakers of other languages programs based on eligibility and need. The amount of time the student is assigned to such a program(s) shall be comparable to that assigned non-limited English proficient students under similar conditions, provided; however, the student assigned full time to a program other than ESOL shall be provided English and basic subject area instruction as required by Rule 6A-6.0904, FAC., as soon as possible.

(d) A limited English proficient student may only be reclassified as English proficient utilizing the procedures in Paragraphs (1)(a) and (b) of this rule.

(e) Extension of time in the ESOL program for limited English proficient students shall be determined by applying the multiple criteria for entry as specified in Rule 6A-6.0902, FAC., and the LEP Committee procedure. This extension of instruction shall be provided to all limited English proficient students not satisfying the standards in this subsection and to all other limited English proficient students on an individualized basis whose aural and oral proficiency testing and achievement results in English are not consistent. A LEP Committee considering the extension of programming for such students shall refer the students as necessary, for appropriate compensatory, special and supportive services evaluations, and programs.

(f) Limited English proficient students provided ESOL or home language instruction may be reported for funding in the Florida Educational Finance Program as specified in Section 233.058, Florida Statutes, as amended by Chapter 90-288, Laws of Florida.

(2) Post Reclassification.

(a) The performance of former limited English proficient students shall be reviewed periodically to ensure parity of participation once they have been classified as English proficient. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting. Any consistent pattern of either under-performance on appropriate tests or failing grades shall result in the convening of a LEP Committee, with parental participation, to assess the student's need for additional appropriate programming such as ESOL or other needed programs. Special consideration shall be given to any decline in grades and decline in test performance and to parent preference.

(b) The LEP Committee shall recommend an appropriate student LEP Plan for students reclassified as limited English proficient. The basis and nature of such recommendations shall be in writing and maintained in the student's file. Any such plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.

(c) Any student who is reclassified as limited English proficient shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

(d) A student who exits the program and is later reclassified as limited English proficient, may be reported in the ESOL program, as specified in Section 233.053, Florida Statutes, as amended by Chapter 90-288, Laws of Florida.

(e) Lack of a students' ESOL funding eligibility does not relieve a school district of any obligation it may have under state or federal law to continue to provide appropriate services to limited English proficient students beyond the state ESOL program funding limits.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0904 Equal Access to Appropriate Programming for Limited English Proficient Students.

(1) Each limited English proficient student shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs as provided in Rule 6A-6.0908, FAC. Such programs shall seek to develop each student's English language proficiency and academic potential.

(a) Limited English proficient students shall have equal access to appropriate programs which shall include state funded ESOL instruction and instruction in basic subject areas which are understandable to limited English proficient students and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Programming shall be documented in the form of a limited English proficient student plan.

(b) Limited English proficient students with special needs and in need of additional services shall be provided equal and comparable services to those provided to English proficient students on a timely basis and appropriate to the level of English proficiency.

(c) Limited English proficient students who, by the end of grade 12 fail to meet the 10th grade statewide assessment, shall be provided appropriate programming as specified in Rule 6A-6.0909, FAC.

(d) Limited English proficient students shall be given credit toward fulfilling graduation requirements in English for each basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL or home language.

(2) Basic ESOL instruction.

(a) Basic ESOL programs shall include instruction to develop sufficient skills in speaking, listening, reading and writing English to enable the student to be English proficient.

(b) Limited English proficient students shall be classified according to their levels of English language proficiency, academic achievement, and special needs, and shall be placed in programming appropriate for these levels. Basic ESOL instruction may be provided in heterogeneous classroom settings, such as multiple language groups.

(c) A limited English proficient student shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual limited English proficient student plan. Such plans shall specify that each student receive, at minimum, the amount of basic ESOL instruction which may include special or alternative language arts necessary to attain parity of participation with non-limited English proficient students in language arts. The limited English proficient student shall not receive less than the total amount of instruction received by a non-limited English proficient student at the same grade level.

(d) Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry and exit standards set forth in Rules 6A-6.0902 and 6A-6.0903, FAC.

(e) A student's ESOL teacher, parent or parent's designee, or other school personnel may request the convening of a LEP Committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. A LEP Committee shall make appropriate recommendations, as necessary, for the modification of the student's LEP Plan. The nature and basis of such modification, if any, shall be documented in each student's LEP Plan.

(f) The Commissioner of Education shall develop or identify standards and criteria for evaluating the appropriateness of basic ESOL instruction in each district. These standards shall be consistent with state-required curriculum frameworks and student performance standards.

(g) Basic ESOL instruction shall be provided by appropriately qualified personnel.

(3) ESOL instructional and home language instructional strategies in basic subject areas.

(a) School districts shall provide appropriate home language instruction or ESOL content instruction or a combination of the two in basic subject areas in addition to basic ESOL instruction. Examples of appropriate ESOL instruction in basic subject areas include "ESOL content," "sheltered," "structured" and similar ESOL strategies.

(b) School districts are encouraged to use grouping, clustering, and transporting of students where practical and feasible within and between districts to achieve compliance with these standards.

(4) ESOL instruction in basic subject areas.

(a) A district that provides instruction, in whole or in part, through ESOL strategies shall assure and be able to document that:

1. Each course has been structured in conformity with ESOL strategies for teaching limited English proficient students basic subject matter;

2. Each course is taught by qualified personnel and that appropriate instructional materials are available to such personnel; and

3. Limited English proficient students are learning and progressing towards completion of requirements as specified in the school district's pupil progression plan.

(b) The focus of instruction shall be substantive subject matter knowledge parallel and comparable to that provide to non-limited English proficient students in basic subject areas, consistent with state curriculum frameworks, and student performance standards.

(c) Limited English proficient students in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher. Schools with at least fifteen students speaking the same home language shall provide at least one aide or teacher who is proficient in the same home language and who is trained to assist in ESOL basic subject area instruction.

(d) The Commissioner of Education shall develop or identify standards and criteria for evaluating the appropriateness of the ESOL instruction in basic subject areas.

(5) Home language instruction in basic subject areas.

(a) A district that provides instruction, in whole or in part, through home language instruction shall assure and be able to document that:

1. Each course has been structured in conformity with bilingual strategies for teaching limited English proficient students basic subject matter;

2. Each course is taught by qualified personnel and that appropriate instructional materials are available to such personnel; and

3. Limited English proficient students are learning and progressing towards completion of requirements as specified in the district's pupil progression plan.

(b) The focus of instruction shall be substantive subject matter knowledge parallel and comparable to that provided to non-limited English proficient students in basic subjects, consistent with state curriculum frameworks, and student performance standards. Such instruction shall incorporate appropriate instructional materials and comparable home language texts when available.

(c) The Commissioner of Education shall develop or identify standards and criteria for evaluating the appropriateness of the home language instruction in basic subject areas.

(6) Interim measures.

(a) Limited English proficient students shall receive an instructional program which includes basic ESOL instruction and understandable instruction in basic subject areas.

(b) In recognition that appropriately trained personnel might not be available to each student to provide each component, an action plan shall be developed at each school and for each district setting forth the following:

1. The number of students by language group who are denied any one or more of the programming required herein;

2. The documentation of the district's efforts and lack of success in recruiting, hiring, or training appropriately qualified staff for such programs;

3. Specific activities and timelines for recruiting,

hiring and training needed staff; and

4. A plan of interim measures which must include inservice training programs, utilization of native speaking aides, active language materials and other elements designed to assure that each student's English language barrier is addressed in an instructionally sound manner.

(7) Parental involvement.

(a) Parental involvement and participation in limited English proficient students' educational programming and academic achievement shall be promoted, among other ways, by establishing parent leadership councils at each school, or at the district level, composed in the majority of parents of limited English proficient students.

1. Parent leadership council should be promoted.

2. Parents shall be provided training and orientation regarding program monitoring procedures and involvement procedures available to parents of limited English proficient students.

(b) Parents shall be informed of the opportunity to be represented on existing school and district advisory committees.

(c) Parents shall be notified in writing of the student's initial membership in an assigned program. Notification shall be in language that the parent understands.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0905 Requirements for the District Limited English Proficient Plan.

(1) Each school district shall submit a school district LEP plan to the Department of Education describing the district's proposed procedures and methodologies for serving limited English proficient students and must receive the Commissioner of Education's approval prior to program implementation.

(2) Councils representing parents of limited English proficient students shall be consulted prior to the submission of the school district LEP plans to the Department of Education.

(3) The Department of Education shall review the school district LEP plan and approve, disapprove, or return for clarification or further elaboration within sixty days of submission.

(4) A school district LEP plan shall be updated and resubmitted every three years. Interim changes in the plans shall be submitted as amendments to the Department of Education and must be approved by the Commissioner prior to implementation.

(5) School district LEP plan format. The school district LEP plan shall include at least the following information.

(a) Introduction.

1. A description of the school district's philosophy of limited English proficient programs, which shall include information on the district and school-level procedures and methodologies, the number of students, identification of languages involved and strategies intended to provide equal educational opportunities to limited English proficient students.

2. An overview of the school district's LEP plan that summarizes the contents of the plan and specifies appropriate programming.

(b) General section.

1. A general section to include descriptions of district strategies regarding:

a. Standards for entry, exit and post reclassification monitoring including test and scores to be used;

b. Instructional categorical and student services such as counseling; and

c. Statement of procedures to employ qualified staff, including procedures used to monitor the oral language proficiency of teachers of limited English proficient students in math, science, social studies or computer literacy courses in limited English proficient student's home language using criteria specified in Rule 6A-6.0904, FAC., as well as, all relevant provisions.

2. A summary of evidence of consultation with the district's parent leadership council composed of parents of limited English proficient students or other parent advisory body representative of parents of limited English proficient students; and

3. Interim measures for providing instructional services to limited English proficient students when appropriate personnel are not available to provide basic ESOL instruction and understandable instruction in basic subject areas as set forth in Rule 6A-6.0904, FAC. Measures shall be developed at each school.

(6) A school district LEP plan shall incorporate home language instruction in basic subject areas such as transitional or development bilingual education or ESOL instruction in basic subject areas, such as "structured" or "sheltered" instructional strategies, in addition to basic ESOL instruction. The plan shall describe how the district intends to provide each limited English proficient student with the opportunity to learn the academic English subject matter vocabulary necessary for academic success.

(a) The school district shall specify how it will meet the needs of students in the home language using teachers, aides, parents, volunteers and students proficient in the language.

(b) The school district LEP plan shall include a statement of assurance for compliance with Federal and state laws and regulations.

(c) The school district LEP plan shall include a statement which addresses credit towards graduation requirements for basic ESOL courses and ESOL and home language basic subject areas courses.

Specific Authority 229.053 FS. Law Implemented 233.058 FS., as amended by Section 41, Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0906 Monitoring of Programs for Limited English Proficient Students. The Florida Department of Education shall monitor districts to ensure compliance with Rules 6A-6.0900 through 6A-6.0909, FAC., and all applicable federal and state laws and regulations including Sections 229.565 and 228.2001, Florida Statutes. Monitoring shall include periodic reviews of the following areas:

(1) Program compliance.

(a) Monitoring shall be in conjunction with and reports shall be consistent with the comprehensive monitoring system of the Division of Public Schools in accordance with Rule 6A-1.0453, FAC.

(b) Compliance shall be determined and documented in the following areas:

1. Identification, assessment and programmatic assessment of limited English proficient students as defined in Rule 6A-6.0902, FAC.;

2. Provision for and implementation of basic ESOL instruction, ESOL instruction in basic subject areas, or home language instruction in basic subject areas as defined in Rule 6A-6.0904, FAC.;

3. Employment of qualified personnel as defined in Rules 6A-6.0907 and 6A-1.09441, FAC.; and

4. Parental involvement as defined in Rule 6A-6.0904, FAC.

(c) When applicable, compliance with the following categorical program and supportive service area requirements as provided in law and rule:

1. Compensatory education;
2. Exceptional student education;
3. Dropout prevention;
4. Pre-kindergarten;
5. Chapter 2;
6. Pre-first grade classes;
7. Vocational;
8. Adult;
9. Student services; and
10. Extended day.

(d) Periodic reviews of local district compliance with the Florida Educational Equity Act shall include a review of requirements in Chapter 6A-19, FAC., with regard to equal access to categorical programming for eligible national minority students. Reviews will be conducted in accordance with Rules 6A-19.010 and 6A-1.0453, FAC.

(e) Data shall be collected annually for all students by the school district and the Department of Education in the following areas:

1. Student's home language,
2. Student's national origin, and
3. Student classified as limited English proficient.

(f) Data shall be collected annually for limited English proficient students by the school district and the Department of Education in the following areas:

1. Student classified as English proficient,
2. Student reclassified as limited English proficient,
3. Student reclassified as limited English proficient but not receiving programming as required in Rule 6A-6.0904, FAC.,
4. Student in Chapter I Program,
5. Student passing competency test,
6. Student not passing competency test,
7. Student in compensatory education program,
8. Student in exceptional student education program,
9. Student in dropout prevention program,
10. Student in prekindergarten program, and
11. Student in Chapter II Program.

(2) Program effectiveness evaluation.

(a) The Department of Education shall design an evaluation system containing output measures by October 1, 1991. The state data system shall be amended to include needed data items between October 1, 1991, and June 30, 1992. The evaluation shall be implemented in the 1992-93 school year.

(b) The goals of program effectiveness evaluations are to more effectively measure outcomes and to substitute, where appropriate, outcome measures for measures contained elsewhere in rules.

(c) The Department of Education shall conduct an equal access data review of all school districts within a three year period in order to ascertain any major deviance from expected data patterns. Where deviations are noted, the school district shall be informed and shall be required to address the issue and report action taken. The district profiles shall include a comparison of (1) national origin minority students, (2) students who are not national origin minorities, and (3) limited English proficient students on the following indicators such as participation in categorical programs, participation in special programs in the Florida Education Finance Program, and participation in targeted academic courses.

(d) Data shall be analyzed to determine program effectiveness in such areas as, but not limited to:

1. Acquisition of English language skills by limited English proficient students sufficient for parity of participation with non-limited English proficient students within a reasonable period of time;
2. Progression toward completion of requirements specified in each district's pupil progression plan as evidenced by a comparison of limited English and non-limited English speaking students;
3. Comparison of limited English and non-limited English speaking students by race/ethnic, national origin and district by the data identified in this subsection; and
4. Comparison of student identification and student exit data from ESOL programs of limited English proficient students and by home language by district and state.

(e) Data shall be collected annually for all students by school district and the Department of Education in the following areas:

1. Retention rates,
2. Graduation rates,
3. Dropout rates,
4. Grade point average,
5. State assessment test scores, and
6. Students classified as LEP exiting the ESOL program by home language by year.

(3) Monitoring procedures.

(a) The Department of Education shall develop annually a summary report of the results of the monitoring review or the program evaluation.

(b) Each district shall retain documentation to verify compliance with the requirements of law and rules applicable to programs for limited English proficient students.

(c) The Department of Education shall prepare and distribute to the school district a report of findings and recommendations or corrective actions on monitoring compliance or effectiveness evaluation. Copies of all reports shall be retained in the individual districts as well as by the Department.

(d) The Department of Education monitoring activities shall be planned and undertaken with appropriate consultation and participation of councils representing parents of limited English proficient students. Each district shall be responsible for making a copy of any monitoring report available to councils representing parents of limited English proficient students.

(e) The Department of Education shall designate employees to provide technical assistance to those school districts which data suggest that inadequate or inappropriate services are being provided to limited English proficient students. Such technical assistance shall include:

1. Joint determination of practices to be investigated by the local school district,
2. Involvement of the limited English proficient parent group and school district personnel in determining actions to improve the situation, and
3. A summary report to the Division of Public Schools.

The data for school districts receiving technical assistance as described above shall be reviewed the following year to identify the impact of any changes made.

(f) Any documented major deviation from expected data patterns or compliance criteria shall require that the district submit to the Department of Education a written explanation of the situation and any action taken.

(g) Technical assistance shall be made available to any district with data which indicates that inadequate or inappropriate services are being provided to limited English proficient students.

(h) Districts shall be subject to the procedures and sanctions as set forth in Section 229.565(4), Florida Statutes.

Specific Authority 229.053(1) FS. Law Implemented 228.2001 FS. and 233.058 FS., as amended by Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0907 Inservice Requirements for Personnel of Limited English Proficient Students.

(1) Inservice standards for teachers of math, science, social studies, or computer literacy using ESOL instructional strategies who do not hold a valid certificate with ESOL endorsement or coverage:

(a) Any teacher using ESOL strategies to teach math, science, social studies, or computer literacy assigned to instruct limited English proficient students on September 15, 1990, or for the first time in any given school year thereafter shall complete at least sixty points of inservice training or three semester hours of college credit in methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, or testing and evaluation of ESOL by September 15 of the following year, or

(b) Teachers who had appropriate certification as specified in the 1989-90 Course Code Directory as adopted by reference in Rule 6A-1.09441, FAC., for the subjects and grades taught and have completed prior to the 1990-91 school year, at least two years of successful teaching using ESOL strategies to teach math, science, social studies or computer literacy to limited English proficient students as verified in writing by the superintendent, shall complete sixty points of inservice training or three semester hours in methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding or testing and evaluation of ESOL. The sixty points of inservice training or the three semester hours of college credit shall be completed for the first certificate renewal after July 1, 1990. The school district shall maintain records on how the teacher was evaluated as successful. The experience in a basic subject area ESOL class, acceptable as provided herein, shall have been taught using ESOL strategies.

(c) Inservice points or credit earned in fulfillment of this subsection may be used toward meeting three of the six semester hours renewal requirements for that validity period.

(2) Inservice standards for teachers of math, science, social studies, or computer literacy using home language instructional strategies who do not hold a valid certificate with ESOL endorsement or coverage:

(a) Any teachers using home language strategies to teach math, science, social studies or computer literacy assigned to instruct limited English proficient students on September 15, 1990, or for the first time in any given school year thereafter shall complete at least sixty points of inservice training or three semester hours of college credit in methods of teaching home language, home language curriculum and materials development, or testing and evaluation in the home language by September 15 of the following year, or

(b) Teachers who had appropriate certification as specified in the 1989-90 Course Code Directory as adopted by reference in Rule 6A-1.09411, FAC., for the subject and grades taught and have completed, prior to the 1990-91 school year, at least two years of successful teaching of math, science, social studies or computer literacy through the home language strategies, as verified in writing by the superintendent, shall complete sixty points of inservice training or three semester hours of college credit in methods of teaching home language, home language curriculum and materials development, or testing and evaluation in the home language. The sixty points of inservice training or three semester hours of college credit shall be completed for the first certificate renewal after July 1, 1990. The school district shall maintain records on how the teacher was evaluated as being successful. The experience in a basic subject area class acceptable as provided herein shall have been taught using home language strategies.

(c) Inservice points or credit earned in fulfillment of this subjection may be used toward meeting three of the six semester hours renewal requirements for that validity period.

(d) Teachers who are instructing limited English proficient students in math, science, social studies, or computer literacy in the student's home language on September 15 of any given school year shall have met by September 15 of the subsequent year the following:

1. A passing grade on a language examination designed to determine whether a person has a language proficiency necessary to teach elementary or secondary students in that language. The Florida Department of Education shall develop by October 1, 1990, a list of approved tests. A district which wishes to use an alternative examination shall submit it to the Florida Department of Education for approval prior to its utilization, or

2. A Florida foreign language certification coverage in the language which the teacher will utilize to instruct limited English proficient students.

(3) Inservice standards for teachers of limited English proficient students in subjects other than English, math, science, social studies or computer literacy who did not hold a valid certificate with ESOL endorsement or coverage:

(a) Any teacher assigned to instruct limited English proficient students in subjects other than English, math, science, social studies or computer literacy on September 15, 1990, or for the first time in any given school year thereafter shall complete at least eighteen points of inservice training or three semester hours of college credit methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, or testing and evaluation of ESOL by September 15 of the following year. Inservice training shall be provided during three full planning days or by other means approved in the district's LEP plan, or

(b) Teachers who had appropriate certification as specified in the 1989-90 Course Code Directory as adopted by reference in Rule 6A-1.09441, FAC., for the subject(s) and grades taught and have completed, prior to the 1990-91 school year, at least one year of successful teaching of other subject areas, to limited English proficient students, as verified in writing by the superintendent, shall complete sixty hours of inservice training or three semester hours of college credit in methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, or testing and evaluation of ESOL. The sixty hours of inservice training or three semester hours of college credit shall be completed for the first certificate renewal after July 1, 1990. The school district shall maintain records on how the teacher was evaluated as being successful.

(c) Inservice points or credit earned in fulfillment of this subsection may be used toward meeting three of six semester hours renewal requirement for that validity period.

(4) Implementation schedule for this rule.

(a) Principles of Implementation.

1. Except as set forth in this subsection, any teacher required to have an endorsement or training pursuant to this rule shall complete such training within one year of his or her initial assignment.

2. Exceptions to Subsection (4) of this rule.

a. A beginning teacher shall complete the inservice requirements within two years of initial assignment.

b. A teacher required to have an ESOL endorse-

BEST COPY AVAILABLE

ment on a certificate pursuant to this rule shall complete course work required for such endorsement within three calendar years of his or her initial assignment.

(b) Interim measures. In recognition that this rule will require large numbers of teachers to be trained for the first time and that this poses a burden for school districts, the following interim measures will be in effect until 1993-94, except as specified herein:

1. During the 1990-91 school year, the following steps shall be taken to provide for a phase-in of the requirements of this rule:

a. Each school district shall conduct a survey of its limited English proficient students and based on the survey shall determine the number of teachers by school who need to be trained under this rule. Such survey will be completed by February, 1991.

b. Each school district shall establish a program to assure that all ESOL basic teachers needing training shall initiate training by the beginning of the 1991-92 school year and shall complete such training by the beginning of the 1994-95 school year.

c. Each school district shall project the number of ESOL subject matter teachers and home language basic subject matter teachers needed by the district and shall initiate a program which will assure that the grouping of teachers with the largest number shall begin training by the beginning of the 1991-92 school year and complete such training by the beginning of the 1993-94 school year and that the grouping of teachers with the lesser number shall begin training by the beginning of the 1991-92 school year and complete such training by the beginning of the 1994-95 school year.

d. Each school district shall also develop and implement a training and informational program for administrators, including principals, concerning this rule and the educational needs of limited English proficient students.

2. Beginning in the 1991-92 school year those teachers requiring inservice training pursuant to rule shall complete such training within a school year. Each year thereafter those teachers who have not already completed the training shall complete the requisite training.

3. Those teachers who must complete specified credit or inservice points for certification renewal pursuant to this rule shall complete such training by the following time periods: Those whose validity period ends prior to July 1, 1993, shall complete requirements by June 1992; those whose validity period ends July 1, 1994, shall complete requirements by June 1993; those whose validity period ends July 1, 1995, shall complete requirements by June 1994.

(5) Inservice training program standards. Programs set forth herein which enable teachers to meet requirements through inservice points shall meet the following standards:

(a) The inservice time shall be divided between contact time and supervised practicum.

(b) The inservice training time allotted for methods of teaching English to speakers of other languages, ESOL curriculum and materials development, cross-cultural communications and understanding, and testing and evaluation of ESOL as set forth in Subsections (1) and (3) of this rule shall be appropriately divided, or

(c) The inservice training time allotted for methods of teaching home language, home language curriculum and materials development, and testing and evaluation in the home language as set forth in Subsection (2) of this rule shall be appropriately divided.

(d) A set of performance competencies with post-tests shall be developed by each district in their master inservice plan for all the inservice training provided in fulfillment of this rule.

(e) Trainers of home language teachers, where possible, shall be persons who speak the targeted home language.

(f) Each inservice program developed to meet the requirements of this rule shall be approved by the Florida Department of Education and shall be monitored at least once every three years to assure that the standards set forth herein are met.

(g) Up to sixty inservice points or three semester hours earned in meeting the requirements as specified in Subsections (1), (2) or (3) of this rule may be used by a teacher for certificate renewal.

(h) Each district shall retain records for each teacher and aide that successfully completed the inservice requirements.

(6) Each school district shall develop and implement an inservice program for teacher aides who work with limited English proficient students.

(7) Each school district shall develop and implement the inservice requirements contained in this rule in the district's master inservice plan.

(8) Each district shall develop and implement training components, in addition to the requirements in this rule, needed to increase the effectiveness and efficiency of the program(s) provided to limited English proficient students.

(9) The Department of Education shall provide technical assistance, including technological assistance where feasible, to school districts in the implementation of the inservice training.

(10) During the 1992-93 school year, the Department of Education shall conduct an evaluation of the system of inservice provided in this rule, and shall make recommendations for revising the system based on analysis of student outcome measures.

Specific Authority 229.053(1) FS. Law Implemented 233.058 FS., as amended by Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0908 Equal Access for Limited English Proficient Students to Programs Other Than ESOL.

(1) Limited English proficient students, including refugees and other immigrants, racial and national origin minority students, shall be entitled to equal access to programs and services other than ESOL, such as but not limited to compensatory, exceptional, early childhood, pre-first grade, vocational, adult education, Chapter 2, dropout prevention, extended day, and supportive services regardless of the funding sources.

(2) Home-school communication. All written and oral communication between a school district's personnel and parents of current or former limited English proficient students shall be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible.

(3) National origin minority or limited English proficient students shall not be subjected to any disciplinary action because of their use of a language other than English.

(4) Any person or organization may file a compliant alleging violation of Rules 6A-6.0900 through 6A-6.0909, FAC., with the Florida Department of Education.

(a) Complaints shall be specific and in writing.

(b) Findings shall be reported to the district and complainant within sixty days after receipt of the complaint.

(c) Corrective actions shall be required for any confirmed violation.

(d) The complaint process is independent of an individual's right under state and federal laws.

(5) Exceptional student education referral. The school district shall ensure that an exceptional student referred for placement into programs for limited English proficient students shall have an individual educational plan, IEP, review prior to that placement. A staff representative of the LEP Committee shall be invited to participate in that review.

Specific Authority 229.053(1) FS. Law Implemented 233.058 FS., as amended by Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0909 Exemptions Provided to Limited English Proficient Students.

(1) Students in grades 4 and 7, who have been in an ESOL program for two or fewer years may be exempted from participation in the statewide assessment program.

(2) Each school district shall offer alternatives to the statewide assessment program for the measurement of minimum standards in grades 4 and 7.

(a) The alternatives shall measure the same minimum standards as those measured by the statewide assessment program provided, however, that methods appropriate for the limited English proficient student are used.

(b) Remedial programming shall be provided to those students who do not meet the performance standards of the statewide assessment program.

(3) Limited English proficient students who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by SSAT I and II or alternative statewide assessment program shall be eligible for compensatory education for "a thirteenth year" as provided in Section 232.246(10), Florida Statutes.

(a) Alternative methods of meeting the standards of the SSAT-I or alternative statewide assessment program standards shall be used, where feasible, for limited English proficient students who are unable to demonstrate mastery of the standards due to deficiencies in language proficiency.

(b) Limited English proficient students who failed to meet the standards after completing the "thirteenth year" may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program.

(4) The Department of Education shall assist the district in identifying or developing the alternative methods referenced in Subsections (2) and (3) of this rule.

(5) If the number of limited English proficient students in a district is fewer than ten within a radius of twenty miles of a given school or within the school attendance zone, whichever is larger, a district may apply to the Florida Department of Education for an exemption from the delivery of basic ESOL through an ESOL teacher for this group of students. Exemptions shall be granted on a one year basis, are renewable, and may be granted only if the district documents specific efforts to address the English language needs of its students.

(6) The Florida Department of Education shall review annually the personnel utilized in teaching limited English proficient students by program for the purpose of identifying the areas of need as "critical teacher shortage" areas. The State Board of Education shall take all necessary steps to assure that the benefits set forth in Section 240.4062 and 240.4064, Florida Statutes, shall be made available to teachers in critical teacher shortage areas.

(7) Upon verification by a superintendent that the district has been unsuccessful in recruiting ESOL basic, ESOL subject matter, or home language instructors, and that certain positions at given schools cannot be filled during any school year with a person who meets the certification requirements in the Course Code Directory as adopted by reference in Rule 6A-1.09441, FAC., or the inservice requirements as specified in Rule 6A-6.0907 FAC., a teacher who does not meet the requirements may be assigned to such a classroom on conditions that meet the terms of Rule 6A-1.0503, FAC.

Specific Authority 229.053(1) FS. Law Implemented 233.058 FS., as amended by Chapter 90-288, Laws of Florida. History - New 10-30-90.

6A-6.0910 School-Age Child Care.

(1) School districts are hereby authorized to establish school-age child care programs, utilizing existing public school facilities and other appropriate facilities available for such purposes. The following principles apply for such programs:

(a) School based programs. By agreement between the Department of Education and the Department of Health and Rehabilitative Services where school age child care programs utilize facilities and employees of the school board, the operation of the child care facility shall be in accordance with the rules and regulations of the State Board of Education and the district school board. Such programs are not required to comply with the requirement of the Department of Health and Rehabilitative Services.

(b) Contracted services. School age child care facilities that are provided by a school district by contracting with a private agency must comply with all the rules and regulations of the Department of Health and Rehabilitative Services relating to child care facilities. Such facilities must be licensed pursuant to Section 402.305, Florida Statutes.

Specific Authority 228.0617(10), 229.053(1) FS. Law Implemented 228.061, 228.0617 FS. History - New 10-16-91.

APPENDIX VI: Draft Example: Screening and Referral Checklists from Duval County School District

DRAFT

Duval County Public Schools
Exceptional Student Education
Program for the Gifted

Student Name _____ School _____

Date _____ Person Completing Scale _____

Relationship to Student _____ Total Score _____

PARENT RATING SCALE

The following statements will assist in determining your child's educational/inteilectual needs. For each statement, indicate the degree to which this characteristic has been observed. Please consider each answer carefully.

		Never Observed					Frequently Observed
1.	Learns quickly with little practice.	0	1	2	3	4	5
2.	Has a variety of interest: and is self-directed.	0	1	2	3	4	5
3.	Is highly curious - wants to know "why".	0	1	2	3	4	5
4.	Is interested in high-level topics.	0	1	2	3	4	5
5.	Has the ability to solve problems.	0	1	2	3	4	5
6.	Generates new and unusual ideas.	0	1	2	3	4	5
7.	Has very good memory retention.	0	1	2	3	4	5
8.	Has a longer attention span than the average child.	0	1	2	3	4	5
9.	Has a large vocabulary - expresses him/her self well.	0	1	2	3	4	5
10.	Reads a great deal.	0	1	2	3	4	5
11.	Loves to learn.	0	1	2	3	4	5
12.	Strives for perfection; is self-critical.	0	1	2	3	4	5
13.	Is concerned with right and wrong.	0	1	2	3	4	5
14.	Has a good sense of humor.	0	1	2	3	4	5
15.	Has a vivid imagination.	0	1	2	3	4	5
16.	May question authority statements.	0	1	2	3	4	5
17.	Does not like rigid time schedules or fixed routines.	0	1	2	3	4	5
18.	Sometimes appears overly aggressive because of natural curiosity.	0	1	2	3	4	5

19.	May be annoyed by details he/she considers unimportant.	0	1	2	3	4	5
20.	Is self-confident and wants to share knowledge with others.	0	1	2	3	4	5

Subtotals ___ ___ ___ ___ ___ ___

Total Score

Duval County Public Schools
Exceptional Student Education
Program for the Gifted

DRAFT

Student Name _____ School _____

Date _____ Grade _____

Person Completing Scale _____ Total Score _____

TEACHER RATING SCALE

The following statements contain many of the characteristics commonly associated with gifted individuals. For each statement, indicate the degree to which this characteristic has been observed.

		Never Observed					Frequently Observed
1.	Learns quickly from limited exposure; little practice required.	0	1	2	3	4	5
2.	Has diverse, spontaneous, and frequently self-directed interests.	0	1	2	3	4	5
3.	Asks many questions; concerned with cause-effect relationships; interested in "why"; love of truth.	0	1	2	3	4	5
4.	Shows an interest in and knowledge of a variety of topics beyond the usual interest of children of similar age.	0	1	2	3	4	5
5.	Has the ability to solve problems without help; uses reasoning ability; seperates the whole into its respective parts; can apply knowledge to unfamiliar situations.	0	1	2	3	4	5
6.	Generates a large number of ideas or solutions to problems and questions; offers unusual, unique responses.	0	1	2	3	4	5
7.	Has the ability for high level abstract thinking, (time, space, numbers).	0	1	2	3	4	5
8.	Has extraordinary memory retention; quick mastery and recall of factual information.	0	1	2	3	4	5
9.	Has a longer attention span than the average child (to the extent that it may exclude all else).	0	1	2	3	4	5
10.	Displays verbal proficiency; large vocabulary; expresses him/herself well through various communication skills.	0	1	2	3	4	5

6/91

BEST COPY AVAILABLE

11.	Reads a great deal on his/her own; interest in information in advanced areas; may show preference for specific categories (science fiction, encyclopedias, biographies).	0	1	2	3	4	5
12.	Likes to study subjects which are difficult because of his/her intellectual curiosity, inquisitive mind, and love of learning.	0	1	2	3	4	5
13.	Has poor study habits frequently resulting in careless work.	0	1	2	3	4	5
14.	Thinks faster than he/she writes which may result in sloppy work.	0	1	2	3	4	5
15.	May be annoyed by details he/she considers unimportant and unnecessary.	0	1	2	3	4	5
16.	Dislikes adhering to rigid time schedule or fixed routine; preference for individualized work; need for freedom of movement and action.	0	1	2	3	4	5
17.	Sometimes appears overly aggressive because of his/her natural curiosity, alertness, and tendency to dominate others.	0	1	2	3	4	5
18.	Is uninhibited in expressions of opinions; is apt to be a nonconformer.	0	1	2	3	4	5
19.	Strives for perfection; is self-critical; is not easily satisfied with his/her own speed or products; fear of failure	0	1	2	3	4	5
20.	Is concerned with right and wrong; passes judgement on events, people and things.	0	1	2	3	4	5
21.	Has a keen sense of intellectual "playfullness"; fantasizes, imagines, (" I wonder hat would happen if ....").	0	1	2	3	4	5
22.	Displays a sense of humor; sees humor in situations that may not appear to be humorous to others.	0	1	2	3	4	5
23.	Is a high risk taker; adventurous.	0	1	2	3	4	5
24.	Is unwilling to accept authoritarian pronouncements without critical examination.	0	1	2	3	4	5
25.	Is self confident and actively desires to share knowledge and work with others.	0	1	2	3	4	5

Subtotals __ __ __ __ __ __

Total Score

42

SCREENING CRITERIA MATRIX *
PROGRAM FOR THE GIFTED

DRAFT

Student _____ Student Number _____

School _____ Grade ____ Date of Birth _____

Students requiring further screening for participation in the Program for the Gifted will be considered based on three criteria. Strengths in each of the three areas will be given a number of points. A total of ten (10) points is needed to be eligible for individual psychological assessment. One additional point may be added as the result of enviornmental factors.

	CRITERIA	POINTS
A.	Comprehensive Test of Basic Skills (CTBS) (Scores in two of three total areas) 95% > = 3 points 90% - 94% = 2 points 85% - 89% = 1 points	_____ Points
B.	Teacher Rating Scale 91 > points = 6 points 76 - 90 points = 5 points < 75 points = 4 points	_____ Points
C.	Parent Rating Scale 76 > points = 4 points 61 - 75 points = 3 points < 60 points = 2 points	_____ Points
D.	Environmental Indicators (One point)	_____ Point
	Total Points	_____

Signature of Person Completing Form _____

Title _____ Date _____

* Complete this form only for students who score 115-124 on the Otis-Lennon School Ability Test.

KINDERGARTEN / FIRST GRADE
SCREENING CRITERIA MATRIX *
PROGRAM FOR THE GIFTED

Student _____ Student Number _____

School _____ Grade ____ Date of Birth _____

Students requiring further screening for participation in the Program for the Gifted will be considered based on two criteria. Strengths in each of the two areas will be given a number of points. A total of eight (8) points is needed to be eligible for individual psychological assessment. One additional point may be added as the result of enviornmental factors.

CRITERIA	POINTS
A. Teacher Rating Scale 91 > points = 6 points 76 - 90 points = 5 points < 75 points = 4 points	_____ Points
B. Parent Rating Scale 76 > points = 4 points 61 - 75 points = 3 points < 60 points = 2 points	_____ Points
D. Environmental Indicators (One point)	_____ Point
Total Points	_____

Signature of Person Completing Form _____

Title _____ Date _____

* Complete this form only for students who score 115-124 on the Otis-Lennon School Ability Test.

Duval County Public Schools
Exceptional Student Education
Program for the Gifted

DRAFT

ENVIRONMENTAL INDICATORS

The following list of Environmental Indicators is suggested for use to generate further review and discussion of individual students who may be referred for possible placement in the Program for the Gifted. These Environmental Indicators should be considered for particular students who may suffer from a disadvantaged environment. One point may be earned in the screening process if indicators are exhibited.

This list of indicators:

- may be used with <u>any</u> student and is not designed exclusively for use with any one group of students.
- has not been ranked in any particular order of importance and is not to be construed as an all inclusive list.
- may not be exhibited entirely in every student.
- identifies subjective areas for the purpose of raising the awareness level concerning specific students who may be considered for further testing.
- should be reviewed by individuals who are able to provide some information based on the indicators listed below.
- should be used to generate careful discussions by child study teams.

<u>ENVIRONMENTAL INDICATORS</u>

Number of children in the family	Family mobility
Position of the child in the family	General health of the child/parents
Number of parents in the home	Attendance record
Number of adults in the home	Language spoken in the home
Family income	Home environment: size, location, condition
Parent's highest level of education	Parent/Child relationship (time spent with the child, etc.)
Parent's occupation/work schedule	Other indicators:

TEACHER REFERRAL FORM

DRAFT

Many factors must be considered in the recommendation of a student for gifted placement. Standardized test scores, parental input, as well as teacher information all play an equally important role in the recommendation of a student. No one single factor can be considered as the sole determination for referral. The following characteristics are frequently associated with gifted individuals. In order to identify students for gifted screening, please indicate students that you feel possess one or more of these characteristics.

1. Advanced reading ability
2. Unusually large vocabulary
3. Very original and creative
4. May be annoyed by details he/she considers unimportant and unnecessary
5. Good critical thinker
6. Demands disproportionate amount of attention
7. Is uninhibited in expressions of opionions; are apt to be nonconformers
8. Academic abilities ahead of grade placement
9. Is unwilling to accept authoritarian pronouncements without critical examination
10. Can concentrate on tasks for long periods of time
11. Good at detailed work
12. Good memory
13. Dislikes adhering to rigid time schedule or fixed routine; preference for individualized work
14. High degree of leadership ability
15. High degree of motivation
16. Standardized test scores 95% > in two of three total areas on CTBS.

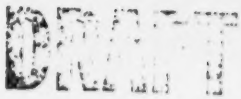
STUDENT NAME	STUDENT NAME
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Teacher Name _____

Date _____

APPENDIX VII

GIFTED ASSESSMENT TEAM REPORT
GRADES K-3



STUDENT _____ ID _____ SCHOOL _____

DATE _____ D.O.B. _____ GRADE _____ SEX _____

RACE/ETHNICITY _____

	SCORES				
ASSESSMENT ITEMS	4	3	2	1	NA
TEST DATA:					
1. Intelligence Test	125+	120-124	115-119	110-114	
CTBS	90-100	80-89	70-79	60-69	
2. Reading					
3. Math					
TEACHER CHECKLIST					
4. Learning	40-30	29-20	19-10	9-0	
5. Motivational					
6. Creativity	32-24	23-16	15-8	7-0	
INSTRUCTIONAL DATA	A	B	C	*******	
7. Reading-Report Card					
8. Math-Report Card					
9. Instructional Level Reading	+2 YRS	+1 YR	ON LVL	*******	
10. Math					
11. Portfolio *X2				*******	
COLUMN TALLY OF CHECKS				*******	
WEIGHT	X4	X3	X2	X1	
ADD ACROSS	+	+	+	=	

TOTAL _____

Is this child Limited English Proficient? _____YES _____NO
Is this child receiving free or reduced lunch? _____YES _____NO
*Portfolio documentation carries a weighting of 2 times the other factors.

GIFTED ASSESSMENT TEAM REPORT
GRADES 4-8

DRAFT

STUDENT _____ ID _____ SCHOOL _____

DATE _____ D.O.B. _____ GRADE _____ SEX _____

RACE/ETHNICITY _____

ASSESSMENT ITEMS	SCORES 4	3	2	1	NA
TEST DATA:					
1. Intelligence Test	125+	120-124	115-119	110-114	
CTBS	90-100	80-89	70-79	60-69	
2. Reading					
3. Math					
TEACHER CHECKLIST					
4. Learning	32-24	23-16	15-8	7-0	
5. Motivational	36-27	26-18	17-9	8-0	
6. Creativity	40-30	29-20	19-10	9-0	
7. Leadership					
INSTRUCTIONAL DATA	A	B	C	*******	
8. Reading-Report Card					
9. Math-Report Card					
Instructional Level 10. Reading	+2 YRS	+1 YR	ON LVL	*******	
11. Math					
12. Portfolio *X2				*******	
COLUMN TALLY OF CHECKS				*******	
WEIGHT	X4	X3	X2	X1	
ADD ACROSS	+	+	+	=	

TOTAL _____

Is this child Limited English Proficient? ____ YES ____ NO
Is this child receiving free or reduced lunch? ____ YES ____ NO
*Portfolio documentation carries a weighting of 2 times the other factors.

APPENDIX VIII

References

Harris, R.H. (1991). Giftedness, Cultural Diversity, and the Old Melting Pot. Understanding Our Gifted, 3 (6), p. 7-9.

Van Tassel-Baska, J. (1991). Cultural Diversity in Gifted Education. Understanding Our Gifted, 3 (6), p. 1, 10.

State of Florida
Department of Education
Betty Castor, Commissioner
Tallahassee, Florida
Affirmative Action/Equal Opportunity Employer